



Formative Assessment Class Fall 2009

Margaret Heritage, Professor
Thursday, November 19, 2009




Formative Assessment Class, Fall 2009

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Welcome to FAME

Formative Assessment for Montana Educators



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Technical Assistance



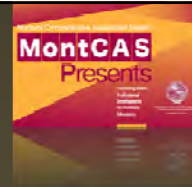
- ◉ If at any time during a webinar, you experience technical difficulty, please email or call Gayle Allen.
 - › gallen2@mt.gov
 - › 406-444-3511
 - › Please expect a short pause after Gayle answers the phone.



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Special Guest

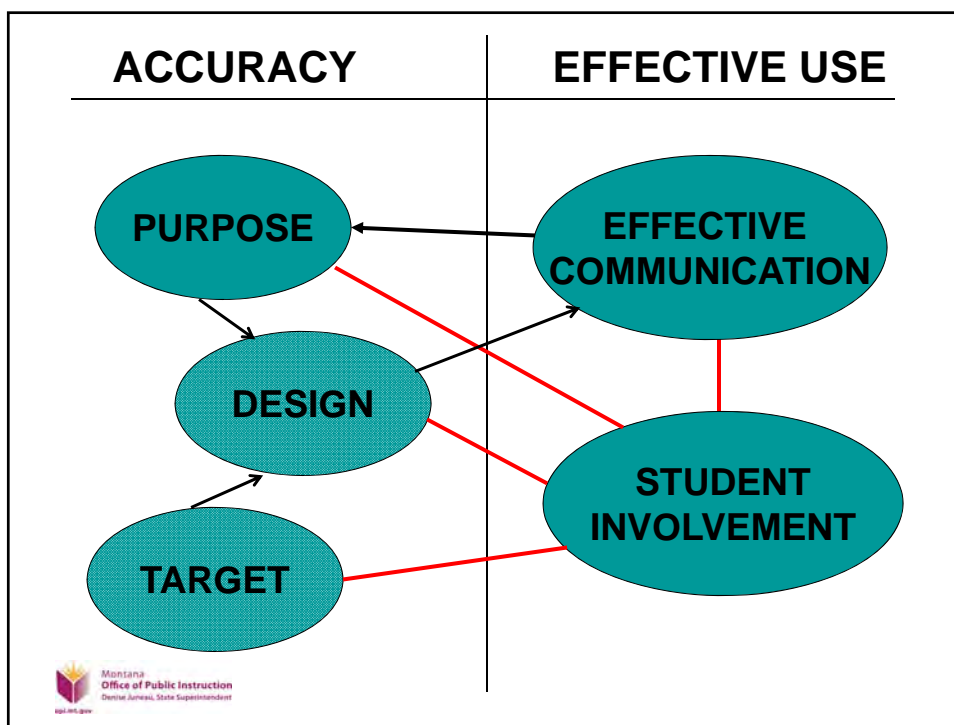
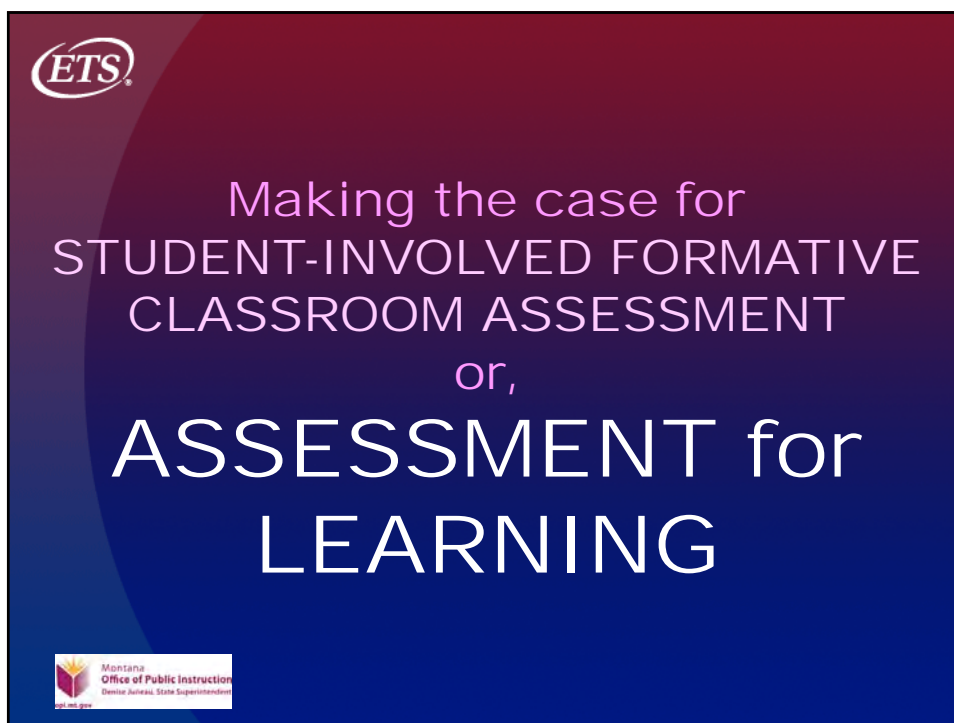



- ◉ Rich Stiggins
- ◉ Founder of the Assessment Training Institute (ATI)
- ◉ Classroom assessment
 - › Support of day-to-day learning
- ◉ Learning communities
- ◉ Student success




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ACCURATE	EFFECTIVE USE
	

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**Balanced Assessment Systems meet
the info needs of all users:**

- In the **classroom**,
- With **interim/benchmark** assessments, and
- With **annual** testing

Balanced Assessment Systems

SUPPORT LEARNING

Assessments *FOR* Learning

- How can we use the assessment process & results to help students learn more?

CERTIFY LEARNING

Assessments *OF* Learning

- How much have students learned as of a particular point in time?



Classroom Level

Support Learning

- Continuous
- For practice
- Informs student & teacher
- Progress toward each relevant standard

Certify Learning

- Periodic
- For accountability
- Informs teacher
- Extent of mastery of standards
- To assign report card grades or report standards mastered



Interim/Benchmark Level

Support Learning

- Periodic
- ID standards our students struggle to master
- For immediate faculty & program improvement

Certify Learning

- Periodic
- Evaluate program effectiveness: decide to continue or discontinue a particular program

Annual Testing

Support Learning

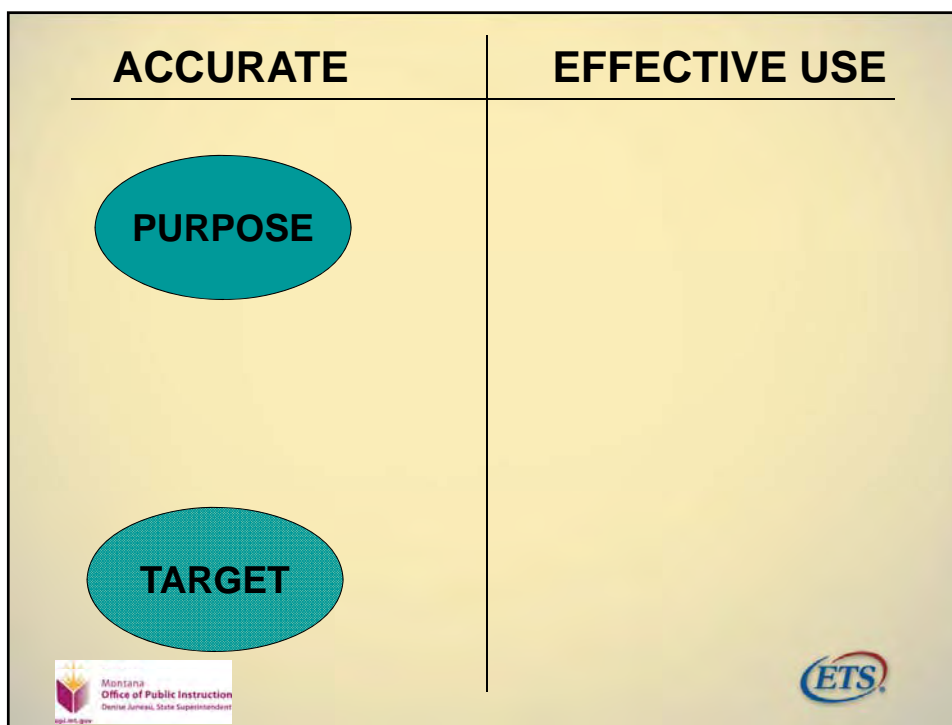
- Once a year
- ID standards student struggle to master
- Improve program next year

Certify Learning

- Once a year
- To hold schools accountable for learning

A REVOLUTION IN ASSESSMENT DYNAMICS:

If assessment isn't working effectively day to day in the classroom during the learning—if poor decisions are being made based on misinformation due to inept assessment—the other levels of assessment can't overcome the dire consequences for the learner.



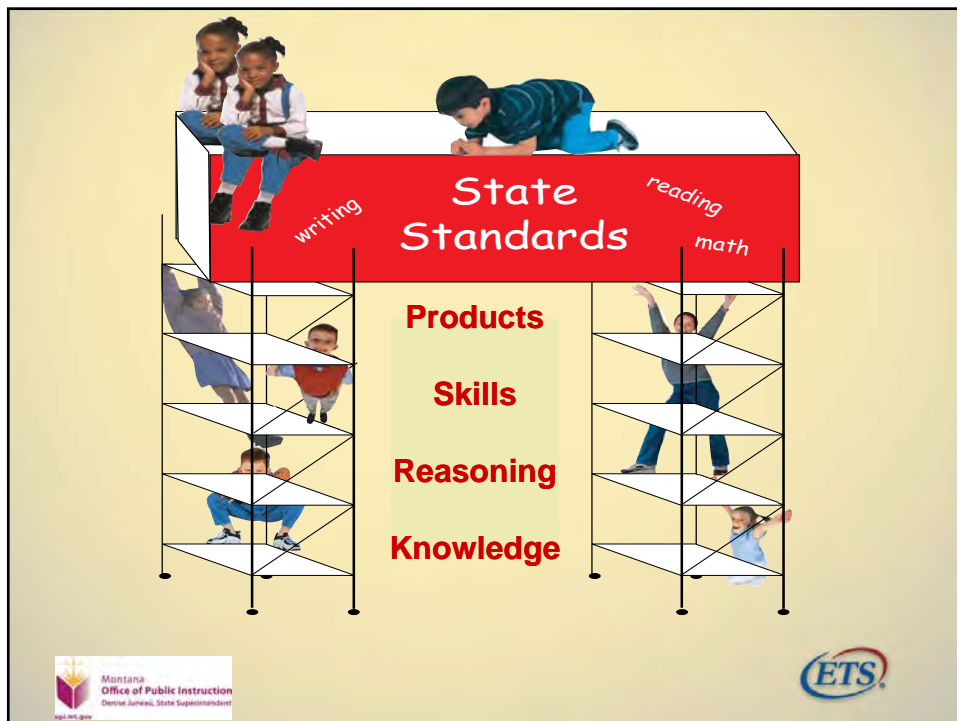



CLEAR LEARNING TARGETS

- Start with high-quality state **standards**
- Organized in **learning progressions**
- Deconstruct into **scaffolding** leading to each standard (local curriculum maps)




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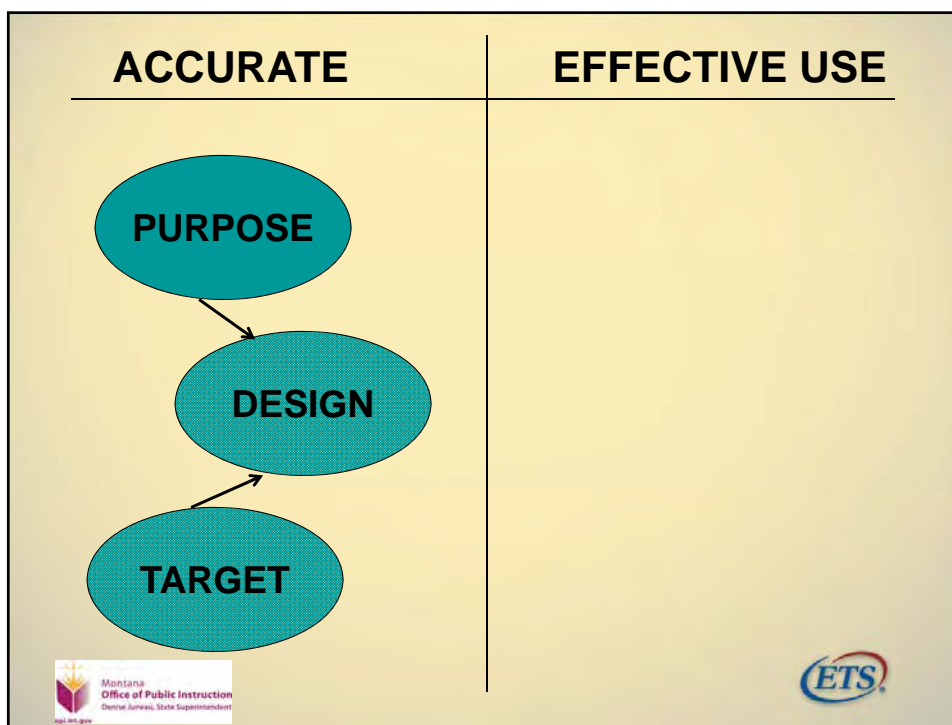



CLEAR LEARNING TARGETS

- Start with state **standards**
- In appropriate order--**learning progressions**
- Each deconstruct into **scaffolding** (local curriculum maps)
- Transformed into **student-friendly versions**



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DESIGN FEATURES

- Select a **proper method**




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AVAILABLE ASSESSMENT METHODS

- **Selected Response**
- **Written Response (Essay)**
- **Performance Assessment**
- **Direct Personal Interaction**



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DESIGN FEATURES

- Select a **proper method**
- Built of **quality ingredients**
- **Sample** appropriately
- Prevent **bias**



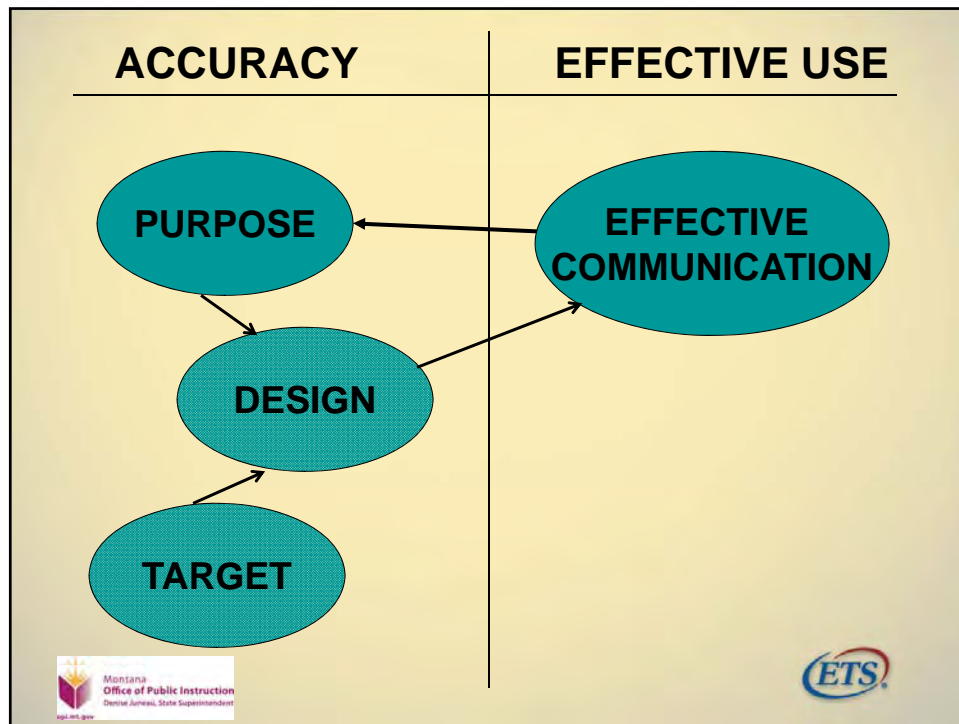
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Possible student roles in design:

- Participate in developing student-friendly learning targets
- Practice turning learning targets into assessment tasks
- Participate in developing student-friendly scoring rubrics
- Process the results of practice assessments



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Universal Requirements

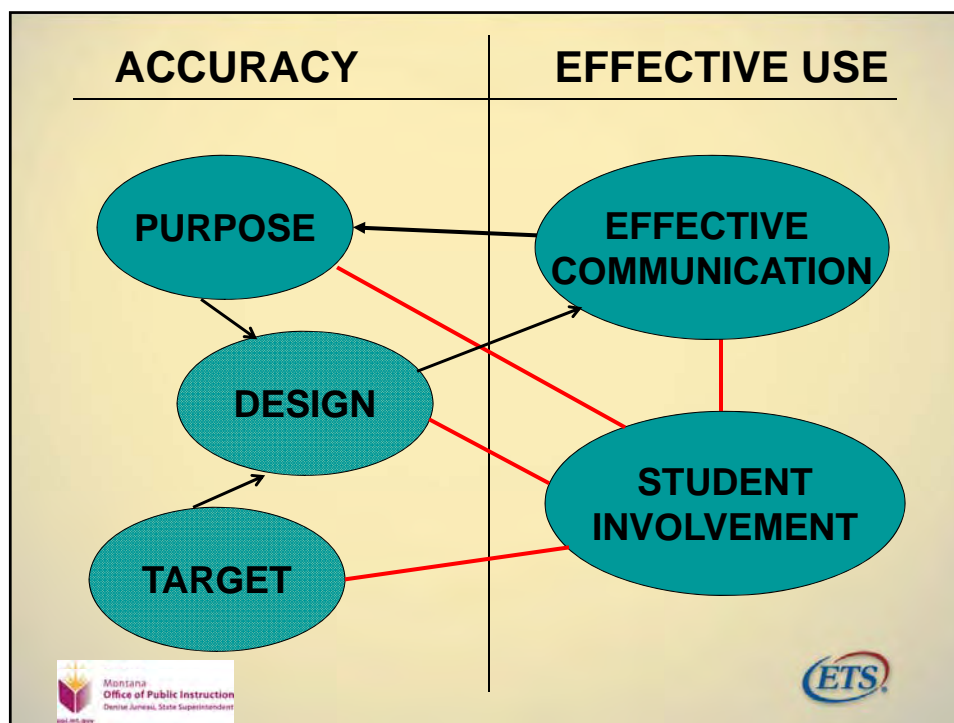
- Standards-based mission
- Differentiated assessment purposes
- Appropriate learning targets
- Quality assessments
- **DIFFERENTIATED COMMUNICATION**

Keys to Effective REPORTING:

- Shared understanding of learning targets
- **Evidence of learning is accurate**
- Evidence is summarized appropriately if necessary (consistent and public)
- Meaning of summary symbols is clear
- Timed to meet audience needs
- **Appropriate level of detail**
- Unintended consequences & **negative side effects anticipated**

Using feedback to SUPPORT learning:

- **Learner understands target from outset**
- **Describe practice work to the learner during the learning—don't judge it**
- **Direct student's attention to student's work**
- **Focus on strengths & needed improvements**
- **Help learner see growth over time**
- **Link to partial understanding & expand it**
- **Limit correctives to amt. learner can act on**
- **Judge sufficiency (that is, assign grades) only when essential**



ETS




With accelerating technical
& social complexity,
LIFELONG LEARNING
SKILLS BECOME ESSENTIAL

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Without question,

- **Reading comprehension**
- **Ability to write effectively**
- **Math problem solving**
- **Living in a digital world**

HAVE BECOME KEYS TO SURVIVAL...




**Schools that merely
sort on academics
no longer meets our
society's
education needs...**



A NEW MISSION:

- All students must hit the academic targets—not just a few at the top of the rank order
- And learn to take responsibility for their own learning






Listening. Learning. Leading.

KEYS TO SUCCESS?


- Locate each student on the scaffolding and inform them
- Establish the value of the next target in the learner's mind
- Make it appear reachable to them (that is, **PROMOTE HOPE**)
- Show them themselves reaching it (**SUCCESS ALWAYS MOTIVATES**)



IF **ALL STUDENTS** ARE TO MEET STANDARDS,

- **ALL STUDENTS MUST BELIEVE THEY CAN, SO THEY WILL TRY**
- **LOSING STREAKS & HOPELESSNESS NO LONGER CONTRIBUTE TO OUR MISSION**








Listening. Learning. Leading.

THE KEY REVOLUTION IN ASSESSMENT DYNAMICS:

We must assess accurately, and use results effectively in order to make sure students react productively to the assessment results.



The student's emotional reaction to results will determine what that student does in response



PRODUCTIVE RESPONSE TO ASSESSMENT RESULTS:

- I understand these results
- I know what I need to do next
- I'm OK
- I choose to keep trying



THE COUNTERPRODUCTIVE HOPELESS RESPONSE:

- I don't understand
- I have no idea what to do next
- I'm no good at this stuff anyway
- I give up



A REVOLUTION IN ASSESSMENT DYNAMICS:

**What STUDENTS think about
and do with assessment
results is as important as
what adults think about and
do with them...**



Students get to make their data-
based instructional decisions first...





Students decide:

- **Can I learn this or am I just too slow, dense...stupid?**
- **Is the learning worth the energy I must expend to attain it?**
- **Is trying to learn worth the risk that I might fail...again...in public?**




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Students get to make their data-based instructional decisions first—
if they make productive decisions,
then we get to make our data-based instructional decisions...





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Listening. Learning. Leading.

How can we help our students
make the right decisions—the
decisions that will lead to
productive learning for them?




**ASSESSMENT
FOR LEARNING:
Creating a Culture of
Confidence**






REQUIREMENTS:

- Assess accurately &
- Use results effectively in order to
- Elicit a productive emotional reaction to the assessment results from the learner




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Crucial Distinction:

Assessment OF Learning:
How much have our students learned in the past?

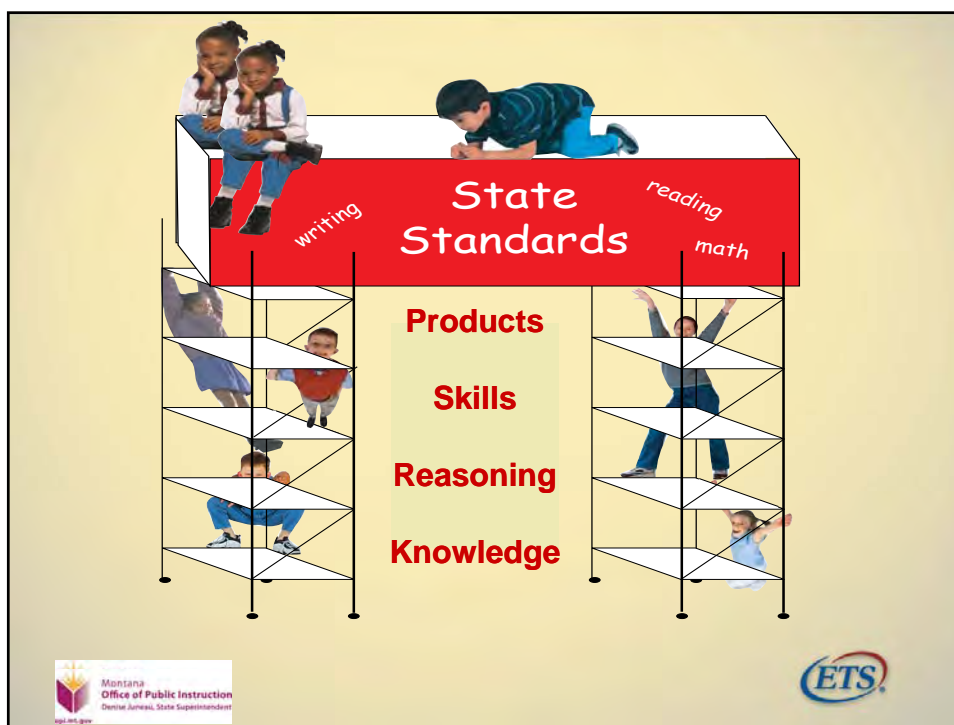
Assessment FOR Learning:
How can we help our students learn more in the future?



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Overview

	Assessment OF Learning	Assessment FOR Learning
Reason	Check status	Improve learning
To Inform	Others about students	Students about themselves
Focus	Standards	Scaffolding targets



Teacher's Role in Assessment FOR Learning


1. Master each assigned standard
2. Deconstruct each into enabling targets
3. Transform into student-friendly version
4. Transform to accurate classroom assessments
5. Use those in collaboration with students to track growth—to promote winning streaks



Assessment FOR Learning Applications:

- Student-Involved Classroom Assessment
- Student-Involved Record Keeping
- Student-Involved Communication






Listening. Learning. Leading.

To improve, students must:



- **Know what good work looks like**
- **Compare their work to that standard**
- **Understand how to close gaps**

Royce Sadler, Australia



ASSESSMENT COLLABORATIVE

TEACHERS	STUDENTS
• Make key decisions	• Make key decisions too
• Define targets	• Understand those targets
• Provide models	• Understand the models
• Assess	• Self-assess
• Provide feedback	• Generate own feedback
• Promote growth	• Understand growth
• Judge sufficiency	• Understand judgments
• Gain self-efficacy	• Gain self-efficacy

Self-Efficacy

Prof. Albert Bandura
Stanford University



“A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability.”

“In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities.”



3 Ways to Develop Academic Self-Efficacy (in order of their power)

- **Experiences learning success**
- **Sees others “like me” experiencing success**
- **Talk learners into believing they can succeed**



Assessment FOR Learning:
a GPS for student success

- **Teacher** maps the destination & the route
- **Student** follows way points
- **School leader** clears the way
- **Policy maker** assures resources for system dev & use

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